

Comparing and Contrasting

STUDENT OBJECTIVE

- Identify similarities and differences among subjects, ideas, characters, or objects

RESOURCES AND PREPARATION

You will need photocopies for students of:

- Student Lesson Summary**, p. 107
- Teaching Model**, Comparing and Contrasting, p. 108
- Practice Worksheets**, Levels A and B, pp. 109-110
- Reteaching Worksheet**, p. 111

Teach

- Comparing and Contrasting:** Pass out the **Lesson Summary** and review the **Academic Vocabulary**. Remind students that **comparing** means finding similarities and **contrasting** means identifying differences.
- Teaching Points of Comparison:** Use the **Lesson Summary** to review the steps for establishing points of comparison. Then distribute the **Teaching Model**. Have students read the model and work in small groups as you apply the steps to the model:
 - Subjects:** Ask: What are being compared and contrasted? (*apples and oranges*)
 - Points of comparison:** Ask: What are some of the points of comparison? (*appearance, shape, color, flavor, where and how grown*) What makes these appropriate points of comparison? (*Each point is a characteristic of both apples and oranges.*) What are some other appropriate points of comparison? (*Sample: Good for juggling? Texture, inside and outside? Edible peel/rind?*)
 - Comparing and contrasting:** Ask student groups to come to consensus on the question: Are apples and oranges more alike or different? (*Sample: They are very much alike, although they have important differences.*) Ask: Are there any points by which apples are *both* similar to *and* different from oranges? (*Yes; All apples and some oranges have seeds; all oranges and some apples are round.*)
 - State the similarities and differences:** Have each student group work together to begin a short paragraph comparing and contrasting apples and oranges. (*Sample: There is a common expression "comparing apples and oranges," meaning that it isn't fair to compare unlike things. However, when you compare the two, you find many important similarities. Both apples and oranges taste sweet, make delicious juice, and are fun to juggle. But there are also some obvious differences.*)
- Guided Practice:** Draw the chart from the **Lesson Summary** on the board. Have students suggest some topics for comparison, then fill in the chart as a class.

QUICK CHECK. Ask students to brainstorm good points of comparison for each topic:

- topic:** living in house vs. living in apartment (*size, number of rooms, privacy, yard*)
- topic:** baseball vs. soccer (*number of people on team, rules of game, size of ball*)

Practice and Apply

Practice activities on comparing and contrasting appear on pp. 109–110.

COMPARING AND CONTRASTING, CONTINUED

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

Sample Answers: Practice Worksheet A

1. *Both on stage; opera always includes music, plays sometimes; only opera is mostly sung.*
2. *A city has sidewalks, a suburb may not; cities have more businesses; only cities have subways.*
3. *Both are U.S. states; Hawaii is in the Pacific, Vermont is near the Atlantic; Hawaii has tropical climate, Vermont has seasonal climate with cold winters and cool summers.*
4. *Both edible; both can be cooked or eaten raw; both come in many colors and flavors; both grow on trees or other plants; fruits taste sweeter; only fruits eaten for dessert.*
5. *Both tell imaginary stories; both printed in book form; comic books usually shorter; illustrations a major element of comic books; comic books have much more dialogue vs. narration than most novels; both usually written in prose.*

Sample Answers: Practice Worksheet B

1. *Both test knowledge; both require studying; multiple-choice questions have one correct answer, essay questions can be answered many ways; both can be challenging.*
2. *Both are subjects in school; both have to be studied; math deals with numbers while reading deals with words; you can learn reading without being able to do math but you can't learn math unless you can read.*
3. *Both walk on four legs; both are domesticated as pets; both have fur coats; both rely primarily on sense of smell; both are mammals; cats are solitary by nature while dogs are pack animals; dogs can be used as working partners but cats can't.*
4. *Paragraphs will vary depending on chart selected.*

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should accurately compare and contrast at least four of the 5 assigned topics.
- **Practice Worksheet B:** Students should accurately compare and contrast at least 2 of items 1–3, writing a complete paragraph, and including appropriate points of comparison for item 4.

For students who need reteaching, review the **Lesson Summary**. Focus on the definitions and relate them to the **Teaching Model** chart. Assign the **Reteaching Worksheet**, p. 111.

Sample Answers: Reteaching Worksheet

1. *Both include color photos; both printed on paper; only newspapers published daily.*
2. *Bikes have 2 wheels, rollerblades 4 each; bikes are large, rollerblades the size of a shoe; a person sits astride a bike but wears rollerblades on his or her feet.*
3. *Sentences should accurately reflect the details given in the chart.*